DOCUMENT RESUME

ED 090 852 HE 005 450

TITLE	Standards for Professional Staff Preparation and Compensation in College Union Work.
INSTITUTION	Association of Coll. Unions-International, Stanford, Calif.
PUB DATE	[74]
NOTE	23p.
EDRS PRICE	MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS	*Employment Qualifications; *Higher Education; *Professional Personnel; *Staff Utilization; *Student Unions

ABSTRACT

Standards for professional staff preparation and compensation in college union work are suggested and based upon data obtained in surveys of unions, the knowledge of actual employment conditions gained in the course of operating an Employment Service since 1945, and recommendations of the Association of College Unions Professional Development Committee. Emphasis is placed on type of positions, number of positions, and qualifications for all key staff members. Duties, special qualifications, experience, and education are delineated for each staff member. Salary guides are included. (MJM)

STANDARDS
for
PROFESSIONAL STAFF PREPARATION and COMPENSATION in COLLEGE UNION WORK

ED 090 852

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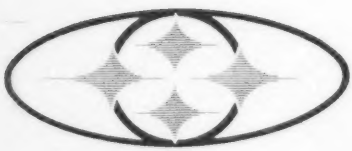

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THE ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL

BOX 7286, STANFORD, CALIFORNIA, 94305

1973-74

ROLE OF THE COLLEGE UNION

1. The union is the community center of the college, for all the members of the college family — students, faculty, administration, alumni, and guests. It is not just a building; it is also an organization and a program. Together they represent a well-considered plan for the community life of the college.

2. As the 'living room' or the hearthstone' of the college, the union provides for the services, conveniences, and amenities the members of the college family need in their daily life on the campus and for getting to know and understand one another through informal association outside the classroom.

3. The union is part of the educational program of the college.

As the center of college community life, it serves as a laboratory of citizenship, training students in social responsibility and for leadership in a democratic society.

Through its various boards, committees, and staff, it provides a cultural, social, and recreational program, aiming to make free time activity a cooperative factor with study in education.

In all its processes it encourages self-directed activity, giving maximum opportunity for self-realization and for growth in individual social competency and group effectiveness. Its goal is the development of persons as well as intellects.

4. The union serves as a unifying force in the life of the college, cultivating enduring regard for and loyalty to the college.

—Adopted by the Association general membership in 1956.

STANDARDS...

IN COLLEGE UNION WORK

The Association of College Unions has prepared this publication (a) for the information of those in or considering entering the union field, and (b) to assist college and university administrations, and union directors, in developing an adequate staff organization and in selecting professional personnel.

The college union, as indicated in the accompanying statement on the *Role of the Union*, is much more than a physical facility requiring management services. It is also an organization concerned with self-government processes, and an educational enterprise dealing with the potentials for student learning and personal development outside the classroom.

The success of a union, in the end, depends not upon the building but upon the adequacy of volunteer student-faculty committees and of the staff and the caliber of its leadership—much as the most important single factor in the success of a college or university as a whole is the faculty, and the students which an excellent faculty attracts.

This publication confines itself to positions at the professional staff level and those in which staff members are preparing for professional union work. Colleges and universities usually have yardsticks at hand for determining job requirements and salary levels for positions involving the more strictly service functions of accounting, maintenance, secretarial, custodial, and food service work.

The term "professional" is not used with the same precision as when applied to some other fields. But it is a useful term if it is understood as part of the profession of education, both teaching and administration, which persons of diverse academic preparation enter, to assist, by formal or informal means, in the education of students.

In preparing this report the Association has drawn upon data obtained in surveys of unions, the knowledge of actual employment conditions gained in the course of operating an Employment Service since 1945, and recommendations of the Association's Professional Development Committee.

The objectives set forth are ones that can be realized under most circumstances—not theoretically ideal standards which are unattainable.

It is the belief of the Association that greater emphasis must be placed upon adequate preparation for union work and that this preparation should be generally comparable in extent and thoroughness to that required for the professions most closely related to it. Such training should parallel in completeness the preparation for educational administration, recreation leadership, or guidance and personnel work in the case of the union's educational and program staff, and business or

institutional management in the case of the business and food service staff. To attract candidates with the qualifications desired it is necessary to offer them compensation equal to the salaries they could command in other fields.

Preparing for Union Positions

Several studies have been made which survey, among other things, the areas of academic preparation held by union staff members. In 1962, a study conducted by James W. Lyons, which surveyed directors only, listed business management, personnel management, student personnel, English and public relations as being the five academic areas named most frequently. A decade later, in 1972, Terrell Martin surveyed the directors of college unions on campuses of 2500 students or less. This report listed student personnel, guidance and counseling, educational administration, history and psychology as the most frequently named areas.

The Jack Jenkins and Sidney McQueen study, *Administration and Operation of the College Union*, is probably the most complete and up-to-date study available. In this 1972 survey of both directors and other staff members, the most frequently listed fields of study were: business, guidance and counseling, student personnel, education and history/political science.

Although the specific fields vary with each of these studies, three general areas of study are visible in each: business or management, education, and some discipline of the liberal arts. It should be pointed out, however, that in no survey was any one area of academic pursuit listed by a majority of the respondents. Possibly the only generalization that can be drawn from these studies is that the course work considered to be of greatest value had to do with general administration and human behavior relations.

Many colleges and universities offer undergraduate majors in these fields considered most relevant to union professional work—business or institutional management, sociology (with emphasis on group work), educational administration, counseling and guidance, recreation administration and leadership, and the fine arts.

According to Lyons' study of the recommendations of union directors, a combination of studies from the above several areas would appear to be most valuable—in other words, an interdisciplinary approach involving particularly student personnel work and business management.

Rarely, however—because of typically rigid curricular requirements—can a student majoring in one field do more than limited work in another, or even receive credit for course elections in another academic division. And it must be added that relatively few individuals have interest in and talent for both educational-recreational programming and business administration of the kind a union requires. It is partly for this reason that this report recommends that a union be staffed by both program and business specialists, but with each developing a working understanding of the companion field as far as possible.

Several universities offer *graduate* degree programs specifically in college union administration. They incorporate an interdisciplinary approach as far as practical, an emphasis on student counseling and business administration at one, recreation leadership and business administration at another and student personnel services at a third.

In addition, with the cooperation of the Association's Professional Development Committee intensive short courses are held each summer at selected universities. Seminars of several days duration dealing with the case study method, human relations, management processes, and food service have been held in conjunction with the annual Association conference or at selected universities.

More than 30 universities now offer opportunities for graduate study and work experience (usually half-time) related to the union field—graduate assistantships, fellowships, and internships. These permit the candidate to combine practical experience in program planning, student counseling, night supervision, service operations, craft shop work, and food service management—as the case may be—with the academic preparation so helpful to success in the union field.

Because the special union courses and the available graduate assistantships are constantly changing, interested candidates are advised to write the central office of the Association of College Unions-International, Box 7286, Stanford, California, 94305 for current information.

Professional Registry

Information concerning professional backgrounds, abilities and interests is maintained in a computer file at ACU-I headquarters. This information is available to Association officers, committee chairmen and regional representatives to assist them in filling the more than 250 committee, regional, conference and special assignments. Individuals working in the union field who wish to file their credentials with the Association are urged to write to the central office for the appropriate forms.

Employment Service

Founded in 1945, the Association's Employment Service is a most important aspect of the Professional Registry. It serves both college unions and individuals who wish to secure or change positions in the union field. The Employment Service files information regarding open positions and job candidates in its computer bank and attempts to match job descriptions with individual abilities and preferences. The papers of candidates who are selected by this computer match program are mailed to the unions with open positions. Both unions and candidates have their choice of open or confidential listings. Candidate and job description blanks may be obtained by writing to ACU-I headquarters.

The charge of $25.00 for institutional use of the Service is waived for unions which are members of the Association. Individuals may register for twelve months at a cost of $10.00 ($5.00 to individual members—see back cover).

The Employment Service maintains an office at the annual conference to permit employers to examine candidate records and to facilitate personal interviews.

Type of Positions

It should be emphasized again that there are—as in the conduct of the college or university as a whole— *two* staff functions to be performed in every union, large or small, each paralleling and supplementing the other but both under one directing and coordinating head: (1)the *educational* function of counseling and working with students—individuals and groups—in providing a comprehensive program for the social-cultural life of the campus, and of training students for volunteer service and leadership; and (2) the *business and administrative* function of operating the union facilities and services.

The typical positions listed in the following pages are grouped under these two functional headings according to the primary emphasis of staff duties and preparation. It is true, especially in small buildings, that both educational and administrative functions are often discharged by the same personnel. It should be pointed out, however, that where these dual responsibilities are assumed in large measure by the same person it is often at the expense of one function or the other. Most unions small as well as large, need two types of personnel, each especially qualified and free, under the supervision of the union director, to concentrate their major efforts in either the educational or the management fields, respectively.

Outlined in the pages which follow are the titles more generally used in unions and the responsibilities which usually accompany each position.

Duties are broadly described because of the belief that no blueprinted set of duties applies in all cases or for a very long period of time in any given case. The combination of duties for individual members of a staff should be in terms of the personality, training, and special aptitudes of the individual rather than in terms of the title of the position. (For example, a particular assistant director may have a special aptitude for administration and the director for program planning, teaching, and committee advising, in which case the emphasis of duties would profitably be distributed accordingly.)

Number of Positions

Regarding *numbers* of professional staff members, there is no standard formula, nor should the number necessarily be conditioned by the size of the facilities or student body, especially in the case of the educational program staff. Rather, the size of the staff should be determined by the needs of students and the purposes which the institution expects the union to fulfill.

According to Jenkins' and McQueen's *Administration and Operation of the College Union*, the size of the professional staff varies widely. Twenty-six percent of the unions responding (278) indicated that they employ only one full-time professional staff member. On the other extreme, 26 percent of the unions responding indicated employment of six or more professional staff members. Sixty-four percent (46) of the unions indicating one professional were on campuses with less than 2500 students enrolled, while 58 percent (42) of those indicating six or more professionals were on campuses with more than 10,000 students.

In the Jenkins and McQueen survey, of the 86 colleges and universities under 2500 enrollment, 55 percent reported only one professional staff member, 26 percent reported two, ten percent reported three, three percent reported four, three percent reported five and three percent reported six or more. Forty-nine percent of 66 institutions with enrollments of 2500-4999 reported three to more than six professional staff members; 56 percent of 60 institutions with enrollments of 5000-9999 reported four to more than six; and 63 percent of 66 institutions with enrollments over 10,000 reported five or more (only the number of "top staff positions" up to six was asked for in the survey).

One proposed rule of thumb—so far as the program staff is concerned—is that there should be one full time program advisor for each three general areas of programming *if* the student planners are to have a valuable learning experience and *if* the program is to be of the kind and quality the student-faculty body deserves. By an "area of programming" is meant not advising a committee of the sort that plans a single event or a series of events, but an *area of interest*, such as music programming in all its aspects, or social or film. Thus, if a union is to do well what it can and should do with music, social activities, and films, it needs one full time program advisor for these three areas alone. If there are nine such areas, which is about the average for most unions—extending on through games, arts and crafts, forums and lectures, special projects, outings, publicity and public relations, etc.—then a union needs three full time program staff members. And this applies almost as fully to the small campus as to the large, granted the needs of students and the purposes which the institution expects the union to fulfill.

A clue to the relative sufficiency of the union professional staff at a given institution will be afforded by an examination of the number of staff members appointed to care for the physical health and physical recreation and sports program of a student body in comparison to the number appointed at the union to care for the social health and social-cultural-recreational program of the same students.

One important practical consideration often overlooked by college and university administrations in staffing a union is that union buildings normally operate seven days a week, including holidays, from early morning to late evening. In addition, "back of the house" chores such as cleaning, room set-ups, and early kitchen preparation render the union a virtual around-the-clock operation. The requirements for staff supervision during this three shift, seven-day week appropriately should lead to an increase in the number of supervisory positions in a union over those provided for the normal eight-hour, five-day operation of other college departments. Otherwise injury will be done to the program or to the staff members who are given supervisory and administrative responsibility during these long hours.

One of the great weaknesses in union staff organization in the past has been due to the failure of the administration to recognize that when the usual four to five o'clock office closing time comes on the campus another full work day is just beginning at the union, with the heaviest supervisory load often falling in the evening and on Saturdays and Sundays.

The ordinary difficulties arising from under-staffing are often compounded by the fact, as Jenkins' and McQueen's study shows, that 58 % of all directors are assigned one or more *non*-union job responsibilities.

The combination of long hours on the job and the diversion of much of the director's time and attention to non-union responsibilities is likely to diminish seriously the effectiveness of the staff and to prevent the union from realizing its true potential .

Qualifications for All Key Staff Members

Important as it is to select professional union staff members for their special abilities to direct particular activities, it is of even greater importance to take account of their general qualifications. Training or experience may be so specialized that workers cannot adapt themselves to rapidly changing situations. In the field of informal education, attitudes, interests, and potential capabilities are of even greater importance than technical skill in directing a given activity.

The greater the responsibility of the union staff member, the greater the emphasis should be on qualifications. But no key staff member should be accepted for the least responsible position where dealing with people is the prime concern without careful consideration of his personal character, cultural background, and potential for growth and development. The kind of person he is is of prime importance.

All members of the union staff should have a conception of the community center's place and purpose in the educational scheme, an understanding of the

cultural and recreational needs of students, and an interest in making a student's experience within the union meaningful.

There is no recommendation that a candidate should necessarily be an alumnus of the appointing institution. This arises from the strong belief that the qualifications of the applicant to do well the job at hand should be the matter of paramount concern, whether he is an alumnus or not. The wise college administration does not think of limiting its choices of football coaches, history professors, or comptrollers to its own graduates. The fresh viewpoints and the successful experience contributed by a staff member from another institution have proved as valuable to the union as to other college fields.

Recommended standards follow for special qualifications, experience, and education for typical union positions. These standards are presented, not for the purpose of being rigidly applied, but as suggestive criteria which may be helpful in appraising the suitability of candidates and as guidelines for aspiring union professionals.

EDUCATIONAL STAFF

Director

Duties: Chief officer in charge of the total activity of the union and of its personnel. Usually responsible, through the union's governing board, to Student Affairs Vice-President or dean. Stimulates and coordinates all staff, student, and college effort—both educational and business—to realize the union's educational and service objectives. Largely determines the union's goals and standards of performance through selection of personnel, guidance given to student committees, budget emphasis and personal standards. In the small unions he sometimes also has the direct supervision of business and dining operations, though wherever possible—for the most effective functioning of a union—it is desirable to avoid these multiple assignments of direct supervision by appointing both an educational assistant and a business assistant.

Special Qualifications: A well-developed talent for leadership of college students; thorough knowldge of the philosophy of informal education and of the process by which leadership skills are developed; understanding of how to meet the cultural, social, and recreational needs of the campus community, and an imaginative conception of the possibilities of activities and facilities to achieve a rich community life; organizing and executive ability; understanding of institutional business and management practices; personal skill and interest in recreational activities; ability to stimulate student interest and to enlist the best efforts of staff and employees; speaking and writing ability.

Experience: Previous experience in an administrative position in a union or closely related field, e.g., director of a smaller union, assistant director of a

union, director or assistant director of a community center, school recreation program, dormitory, college personnel or guidance division, general college administrative agency, etc., combined, if possible, with business management experience. Experience as a school executive, recreation director, student activities advisor, dormitory counselor, business executive, college fund-raiser, alumni secretary, teacher or service volunteer is valuable. Successful personal leadership as an undergraduate of a college activity or recreation program—e.g., union board, campus self-government board, special interest club, publication, music, drama, debate, sports, or social program—helps to give insight in working with college students.

Minimum paid experience in years for union position at a:

Small campus (under 5000 enrollment) . . . . . 3 years
Average size campus (5000-10,000 enrollment) . . . . 5 years
Large campus (over 10,000 enrollment) . . . . . 6 years

Education: Graduation from four-year college course in liberal arts, education, or institutional mangement, and an advanced degree, or equivalent training through demonstrated effective performance as union or city community center director. (The Jenkins and McQueen survey showed that 63 percent of directors responding [271] held master's degrees, five percent doctorate degrees.) College credits in education, group work methods, community organization, institutional management, recreation administration, education administration, student personnel work, business administration, the arts and successful completion of an internship or graduate assistantship in college union administration are most pertinent. Effective participation in co-curricular activities as a student can contribute importantly to preparation.

Associate or Assistant Director

Duties: Shares the administration of the educational program and of the building with the director. May be responsible for such functions as evening supervision, building reservations, and employee training. Is responsible to the director and acts in his stead during his absence. Usually shares the administrative responsibility for both the educational program and the service functions of the union. May have chief responsibility for facilities, such as maintenance, evening supervision, building reservation and employee training or, on the other hand, may have primary responsibility for program and committee advising, when building administration is covered by others.

Special Qualifications: In general, the same as for the director since the person in this position acts for the director in his absence, carries a large share of the supervisory responsibility of a sixteen-hour-per-day union operation, and in effect is in training for a union directorship. In any given organization it is valuable, also, for the assistant director to offer special preparation or skills which complement those of the director, such as teaching, guidance, and social-cultural programming ability if the director's qualifications are strongest in the field of administration, or vice versa.

Experience: Previous experience as a program director in a union or city community center; as a teacher; as a professional staff member of a student personnel or dormitory division; or a staff member of a community welfare or recreation agency. Successful leadership of one or more major college activities as an undergraduate. Extensive experience in hotel, club, personnel or college administration if union duties include business management. (See "Business Manager").

Minimum paid experience in years for a position at a:

Small campus	2 years
Average size campus	3 years
Large campus	4 years

Education: In general, the same as for director. Completion of graduate degree is sometimes carried on concurrently with union work.

Program Director

(or Assistant Director for Program)

Duties: Is generally responsible for the administration of the program department of a college union and the advising of program groups. Responsiblities may vary greatly from institution to institution depending upon size of school, number of college union staff members, and the campus student activities organizational pattern. Responsiblities usually include: overall direction and coordination of the department advising student program groups, working to improve program continuity and group processes, arranging program details, and assisting in the development and administration of program policies and rules. Administrative responsiblities may include scheduling, budgeting and budget control, handling artists' contracts, and staff selection and supervision. In addition management of one or more building areas such as games room, information desk or crafts shops are sometimes required. Advising individual students about program participation is an important phase of the work.

Typical program groups are: committees involved in social, recreational, and cultural programming; main campus events such as orientation and homecoming, leadership development programs and ad hoc groups dealing with specific programs and/or issues. Works with students, other college union staff members and faculty to improve the quality of these programs. Evening, weekend and variable seasonal workloads are typical. Responsible to the college union director.

Special Qualifications: In addition to strong interest in working with student activities programs, commitment to the educational goals of these programs, and personal skills in the field of group process, counseling, recreational leadership, ability to relate well with student groups, experience in program advising, and administrative ability are usually required for these positions. Some institutions require a masters degree.

Program Advisor

(or Assistant Program Director)

Duties: Assists program director with the administration of the program department. The primary responsibilities usually involve the advising of program groups on program content, organization of the committee, continuity, procedures and policies, arrangements for program events and evaluation. Assignments are usually made in keeping with the advisor's skills and interests. Responsible to the program director.

Special Qualifications: At least a bachelors degree, strong participation in undergraduate student activities, and expertise in one or more program areas are usually required. Areas of personal skills and interests are the same as for the program director. These are most often entry level positions and are sometimes combined with graduate study.

Directors of Special Activities

(Workshop, Outing, Art)

Duties: Administration of craft and poster shop, outing, or art gallery facilities; advising of student committees planning related programs. Teaching, as occasion requires, of skills to groups and individuals. Responsible to the director or program director.

Special Qualifications: Ability to enlist interest in, organize, and successfully lead and teach a specialized kind of activity as part of the union program. Sympathetic appreciation of the recreational values of the arts (or of outing skills). Personal competence in the particular activity, such as ability to paint or do high quality craft work in the case of the workshop director; wide familiarity with camping and nature lore, skiing, sailing, or canoeing ability, and possibly experience in maintaining outing lodge and equipment in the case of the outing director. Readiness to adapt teaching and guidance methods to capacity of the group concerned and conduct the particular program in accord with informal educational and recreational purposes. Personality, attitudes, and competence of the leader must be such as will arouse and sustain college student interest.

Experience: Because of the widely diverse range of responsibilities for which special staff leaders are employed, no specific minimum experience can be suggested for this type of position. However, extensive experience as a participant in the activity is essential and previous paid experience as an instructor for a least one year is highly desirable.

Education: Graduation from four-year college course and an advanced degree. Specialized college or professional training in the field under consideration.

Director of Student Activities

At institutions where the college union program administration is consolidated with other parts of the school's activities programs the title Director of Student Activities may be used instead of Program Director. Responsibilities involve working with campus clubs, student government, coordinating the total campus activities program, and advising both college union and other program committees. At smaller campuses the college union director is also frequently the director of student activities. In such cases the director is usually responsible to the dean of students. When the union director is also director of student activities on a larger campus there is usually an assistant director for program.

Theatre Director

Duties: Responsible for theatre management, including box office, technical, stage and house operations. Supervise theatre staff. Develop theatre program as an educational tool. Work with members of campus community in the presentation of cultural and public functions. Maintain theatre calendar.

Special Qualifications: Working knowledge of all fields of theatre—drama, music, concert, dance, films, etc. Understanding of technical and artistic aspects of theatre. Knowledge of simple accounting. Ability to recruit and train staff. Ability to work with academic departments who may use theatre as a laboratory. Understanding of promotional techniques.

Experience: Administrative work in drama, music, speech, cinema, talent booking or other related fields. Personal experience as actor, musician, student producer, etc., helpful.

Education: Bachelor's degree in forensics, drama, music, recreation or business administration.

BUSINESS STAFF

Business Manager

Duties: Chief officer in charge of the service operation, including maintenance of the physical plant, recruitment and training of service employees, purchasing, accounting, and financial management generally. Responsible to the director.

Special Qualifications: Organizing and executive ability; thorough familiarity with accounting methods, business management, and personnel training prac-

tices; sympathetic understanding of student needs and of the union's educational mission, and resourcefulness in conducting business operations so as to facilitate and support this mission.

Experience: Previous successful experience in the business management of unions, dormitories, clubs, hotels, or restaurants, or equivalent management experience in other business fields.

Minimum paid experience in years for a position at a:

Small campus ..... 2 years
Average size campus ..... 4 years
Large campus ..... 6 years

Education: Graduation from four-year college course with special training in business administration or institutional management (accounting, hotel practice, food service, maintenance, etc.); or the equivalent training through practical business experience

Administrative Assistant

(or Operations Manager)

Duties: In charge of such building operations as room reservations, information desk, checkroom, office rentals, game rooms, barber shop, and hotel unit. In smaller unions this position is often combined with that of Business Manager under the title *Assistant Director in Charge of Operations*.

Special Qualifications: Organizing, supervisory, and administrative ability; familiarity with management practices in such units as hotel, bowling, billiard, and catering departments; resourcefulness in meeting a wide variety of problems in public relations, employee training, and efficient management arising in a service institution like the union.

Experience: Previous experience as a student or staff worker in a union, or business experience elsewhere of such character as to demonstrate administrative and management ability.

Minimum paid experience in years for a position at an:

Average size campus ..... 3 years
Large campus ..... 3 years

Education: Graduation from four-year college course, with special training in business administration, personnel practices, and/or public relations. Internship or graduate assistantship in union work, or other on-the-job training, recommended.

Food Service Director

Duties: In general charge of food production and service in all dining units. In the food departments of the larger unions there is also usually found the position of *Assistant Food Service Director, or Manager.*

Special Qualifications: Ability to organize and train a large staff of both full-time and student employees; thorough familiarity with all phases of food purchasing, preparation, merchandising and service, especially in clubs or hotels; administrative ability; understanding of the technical phases of dietetics and menu-making; sympathetic appreciation of special needs of campus clientele; resourcefulness in utilizing dining rooms in accomplishing the general social and recreational objectives of the union.

Experience: Previous experience as a supervisor of a union or dormitory dining unit, or equivalent experience in commercial food management and catering elsewhere of such character as to demonstrate ability to direct the varied food service of the union (cafeteria, waiter service dining room, fountain or snack bar, catering, kitchen).

Minimum paid experience in years for a position at a:

Small campus	2 years
Average size campus	3 years
Large campus	5 years

Education: Graduation from a four-year college course in home economics, hotel or institutional management, or equivalent in practical experience. College training in institutional food service, business administration, and accounting especially valuable.

Recreation Area Manager

The Recreation Manager is the guiding, directing, and moving force of the recreation area. Responsible for coordinating the program, personnel, operations, and facilities as an integral part of the total union, he must be capable of representing the union in his contacts with students, faculty, and staff in the development of programs relative to the recreational facilities offered. He also may be assigned supervisory union responsibilities, outside of the recreation area such as: advising student committees, supervising bicycle or locker rentals or similar operations not requiring full time supervision. The range of such assignments may be determined by administrative need and by the background and capabilities of the individual concerned.

Some of his specific duties and responsibilities include supervision of a varied program in billiards, table tennis, bowling, chess and bridge, supervision of a staff and development of a maintenance program.

Bookstore Manager

Duties: In charge of all aspects of college store, including determination of books and merchandise to be sold, pricing policies, staff work schedules, operating hours, financial operation, including fiscal and inventory controls, training and supervision of personnel.

Special Qualifications: Knowledge of merchandising, with special attention to the require.nents of college stores. Understanding of accounting procedures and ability to work with store employees as well as the campus public.

Experience: Bookstore manager, store department head, publisher's representative or general merchar.dising experience.

Education: Bachelor's degree, preferably in business administration or accounting.

Salary Guides

The results of a 1973 survey follow as representative of salaries paid in various size unions in North America. The wide variety of job descriptions and responsibilities and the frequency of joint opportunities, along with some basic inadequacies of the survey itself, suggest that these statistics should be used only as a guide. They do correlate well with similar information obtained by governmental agencies, other educational associations and the Association's Employment Service.

Employers are urged to observe the median salaries, rather than averages. Some few, obviously non-professional, positions tend to skew some of the classifications. Competent union staff members are seldom available for the bottom of the range salaries.

Many smaller campuses have complex union facilities and programs. A union director on a campus in the 5,000 to 10,000 enrollment category may be in charge of a fiscal operation involving several millions of dollars annually, have a dozen or more student-faculty committees involved with the union and supervise a staff of 100 full-time employees. Conversely, his counterpart on a larger campus may have very little budget and operating responsibility or may be in charge of a plant so outmoded that viable programs and services are not possible. A food service director may be in charge only of a small snack bar or his operation may embrace cafeterias, table service dining, vending, extensive catering, snack bars and satellite installations involving hundreds of staff persons, thousands of daily patrons and millions of dollars annually.

Nevertheless, as a general rule the larger the campus the larger the program and the staff, the larger the number of people to be served, and the more complex the administrative and supervisory problems, requiring greater experience and maturity—and higher salaries—in the case of the principal staff officers.

Aside from the variables indicated, a useful principle in approaching the question of compensation is this: each college and university has in its salary scales for other teaching and administrative positions its own general measure of ability to pay and of the level of performance it expects.

The union director, in the view of many college and university administrators and of the Association, should hold the same status and have the same salary (granted the necessary preparation and the same effectiveness of performance) as the directors of other major divisions or departments of the institution. Other key union staff members would then stand in the same relative position to their director—in salary scale and status—as the institution is able to afford for assisting officers of the same training and effectiveness in other divisions.

1973-74 College Union Staff Salaries by Position and Institutional Enrollment

(Salaries represent base pay for twelve months. Nearly all institutions provide retirement plans, four weeks of vacation, social security, medical insurance, life insurance, sick leave and professional travel allowances. Exclusive of vacations and sick leave, other sources suggest that the dollar cost of benefits averages out to 11% of the base salary.)

Responses from 359 unions during the fall of 1973 indicate salary ranges, medians and averages as follows. Statistical and sampling methods used render this survey a good approximation of the existing union salary schedules. This is by no means a scientific examination.

General Information

Number of Respondents:

Under 2500:	93 (25.9%)
2500–4999:	65 (18.1%)
5000–9999:	73 (20.3%)
10,000–19,999:	67 (18.7%)
Over 20,000:	47 (13.1%)
Unusable Responses:	14 (3.9%)
Total Responses:	359 (100%)

DIRECTOR (4.47)*

Enrollment	Under 2500	2500–49999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	66	50	59	56	42
High Salary	19,500	22,000	25,000	25,000	30,000
Low Salary	7,500	10,000	10,500	12,000	14,000
Average Salary	12,530	15,290	15,051	18,955	21,131
Median Salary	12,917	15,667	15,250	18,400	20,500

ASSISTANT DIRECTOR (5.52)*

Enrollment	Under 2500	2500–9999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	13	24	31	41	33
High Salary	11,000	14,500	20,500	20,500	22,500
Low Salary	5,000	7,000	7,000	6,000	9,000
Average Salary	8,808	10,354	11,419	13,390	14,197
Median Salary	9,083	10,571	10,813	13,563	14,625

BUSINESS MANAGER (5.45)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	2	5	12	29	22
High Salary	10,000	12,500	12,500	15,500	21,000
Low Salary	8,000	5,000	7,000	7,000	8,000
Average Salary	9,000	10,200	9,625	11,724	13,568
Median Salary	–	11,250	9,000	11,938	14,000

*Numbers in parentheses indicate average salary increase for all respondents in all enrollment categories.

BOOKSTORE MANAGER (4.78)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	14	16	16	19	13
High Salary	15,000	17,500	14,500	21,000	25,000
Low Salary	5,000	7,500	8,500	10,000	14,500
Average Salary	9,143	11,938	11,438	14,816	17,000
Median Salary	9,167	11,500	11,250	14,875	16,625

PROGRAM DIRECTOR (4.83)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	7	15	30	31	31
High Salary	12,000	14,000	14,000	15,000	17,000
Low Salary	7,000	9,000	7,000	7,000	8,500
Average Salary	9,929	10,767	10,250	10,806	11,952
Median Salary	–	10,583	10,300	11,125	12,083

DIRECTOR OF STUDENT ACTIVITIES (4.29)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	32	17	20	21	6
High Salary	19,500	19,000	20,500	25,000	19,000
Low Salary	5,000	7,500	8,000	6,500	12,500
Average Salary	11,188	11,853	13,050	13,548	15,417
Median Salary	11,250	11,750	12,250	13,583	

THEATER DIRECTOR (3.71)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	1	2	3	11	5
High Salary	5,000	10,000	16,000	17,000	20,000
Low Salary	5,000	7,500	7,500	8,000	8,000
Average Salary	5,000	8,750	10,333	11,182	12,900
Median Salary	5,000	–	7,875	10,915	12,750

RECREATION MANAGER (5.38)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	8	13	17	33	33
High Salary	8,000	10,000	10,500	15,000	13,500
Low Salary	5,000	5,000	5,000	5,000	7,000
Average Salary	6,188	7,462	7,941	9,379	10,000
Median Salary	5,000	7,625	8,250	9,625	9,875

PROGRAM ADVISER (3.48)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	3	5	13	25	27
High Salary	13,000	9,500	10,500	14,500	19,500
Low Salary	7,000	6,500	6,500	5,000	5,000
Average Salary	9,833	8,000	9,000	9,820	9,887
Median Salary	9,750	8,250	9,375	9,750	9,688

*Numbers in parentheses indicate average salary increase for all respondents in all enrollment categories.

OPERATIONS MANAGER (5.99)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	5	8	16	30	16
High Salary	11,000	14,000	13,500	22,500	16,500
Low Salary	5,000	7,500	5,000	7,000	6,500
Average Salary	8,100	9,500	8,750	10,767	11,469
Median Salary	8,250	8,500	8,000	10,216	11,500

ART & GALLERY DIRECTOR (5.02)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	0	1	3	6	11
High Salary	–	5,000	9,000	15,000	13,000
Low Salary	–	5,000	6,500	7,000	5,000
Average Salary	–	5,000	7,667	11,500	9,091
Median Salary	–	5,000	7,750	12,000	8,875

FOOD SERVICE DIRECTOR (5.68)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	8	16	13	30	19
High Salary	16,500	17,000	17,000	21,000	25,000
Low Salary	5,000	8,500	7,000	9,500	12,000
Average Salary	9,313	12,750	12,423	14,667	17,158
Median Salary	–	12,500	13,875	14,500	16,875

WORKSHOP DIRECTOR (5.34)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	0	0	1	5	6
High Salary	–	–	8,000	14,000	8,500
Low Salary	–	–	8,000	7,000	5,000
Average Salary	–	–	8,000	10,400	7,500
Median Salary	–	–	8,000	10,250	7,500

OUTING DIRECTOR (5.83)*

Enrollment	Under 2500	2500–4999	5000–9999	10,000–19,999	Over 20,000
Number of Responses	0	0	1	3	4
High Salary	–	–	6,000	11,500	12,500
Low Salary	–	–	6,000	8,000	9,000
Average Salary	–	–	6,000	10,000	11,000
Median Salary	–	–	6,000	10,750	11,500

*Numbers in parentheses indicate average salary increase for all respondents in all enrollment categories.

SERVICES OF THE ASSOCIATION

CENTRAL OFFICE

A central headquarters, information service, and employment service are maintained by the Association. Copies of all Association publications may be obtained from this office. Also on file are copies of surveys and studies made on many aspects of union operation.

INTERNATIONAL CONFERENCE

A 4-day general conference, for union and other college and university staff members, is held annually for joint discussion of common problems. Nationally known speakers and specialists are on the program; employment applications of candidates for union positions are available and candidates themselves are often on hand for interviews; and equipment and products found useful in union operations are on exhibition.

This conference is usually held in April. Non-members of the Association are welcome to attend, upon payment of an additional fee of $25.

REGIONAL MEETINGS

The membership of the Association is divided into 15 geographical regions, each with an experienced college union staff member serving as the Regional Representative. Regional conferences are held each year in the fall, with approximately 5,000 in attendance. In contrast to the general conference, regional meetings emphasize student programs and participation. However, staff members also attend, and there are usually one or more sessions devoted especially to staff discussions.

BULLETIN

An illustrated printed BULLETIN is published five times yearly to keep the membership in touch with union trends and policies; to provide aids in management, program planning, and building planning; and to improve understanding of the union's functions and goals. Three copies are supplied to each member union. Additional copies are 50¢ per issue or $2 per year (bulk rate of $1.00 per year for 15 copies or more). Individual members receive one copy of each issue of the Bulletin.

CONFERENCE PROCEEDINGS

Copies of the annual conference PROCEEDINGS, including many special surveys and papers on goals, operating problems, building planning, program developments, and the changing college scene generally, are issued without charge to members. Additional copies $8.00 ($4.00 to members).

UNION WIRE

A newsletter from the central office is mailed out about eight times a year to all institutional and individual members. Its contents include announcements about Association activities, references to activities and publications of other educational organizations, personal commentary by the Executive Secretary and information of general interest to persons in the union field.

INFORMATION AND PUBLICATIONS

A brochure describing the Association of College Unions-International can be obtained by writing the central office. The Association maintains a continuing publishing program and a variety of monographs, books and pamphlets about college unions are available. A Publications List may be obtained by writing ACU-I headquarters. All Association publications since 1915 are available on microfiche cards.

RESEARCH

The Association encourages research in the union field. It makes numerous surveys of union practices and policies itself and lends assistance, including supporting grants in some cases, to graduate students doing thesis studies and to others. Results of significant studies are reviewed periodically in a special supplement to the BULLETIN.

BIBLIOGRAPHY

A complete annotated bibliography of the contents of past issues of the Association's BULLETIN and CONFERENCE PROCEEDINGS, and of articles on college unions appearing in other publications, has been prepared by Ernest Christensen and published by the central office to assist members in obtaining information on special problems and to expedite research work.

INVITATION TO MEMBERSHIP

The Association of College Unions-International, founded in 1914, is one of the oldest intercollegiate educational organizations. Its purpose is to provide an opportunity for unions to join in studying and improving their organizations, services, programs, facilities, and personnel and to assist in the development of new college unions.

INSTITUTIONAL MEMBERSHIP

The Association membership of more than 850 universities, colleges, and junior colleges in the United States, Canada, Great Britain, Australia, New Zealand, Japan, Taiwan, The Philippines, and Hong Kong includes public, private, religious, coeducational, men's and women's institutions located in rural, suburban, and urban areas and ranging in size from 300 to 40,000 students. Any college or university institution which presents a general program for the cultural and recreational life of the campus or which is planning a campus community center—whether it be known as a Union, House, Hall, Center or other name—is eligible for membership. It is not necessary to have a union building to belong to the Association.

Voting membership is by institutions; the membership fee is customarily paid by the college or the union organization. Interested college or student officers may arrange for membership at any time by sending the completed application form to the Association office.

INDIVIDUAL MEMBERSHIP

Union staff members, employed full-time and sponsored by the directors of their unions, are eligible for professional membership in the Association. This membership, in addition to serving as evidence of the member's interest in his professional organization, entitles the holder to a free subscription to the *Bulletin* and the newsletter, a copy of the latest *Proceedings* of the Association, other mailings to the membership, personal listing in the Association *Directory,* and a sizeable discount on most ACU-I publications. Part-time union staff members, union graduate assistants and interns or students in related fields may become affiliate members if sponsored by a union director. They receive the same privileges as professional members.

Each membership, payable on October 1, runs for one year and costs $15.00.

ASSOCIATION OF
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-INTERNATIONAL